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ABSTRACT

In this evaluation of The Latin American Literacy Project, eight major recommendations are made based on firsthand observations of the project, discussions with staff and students, the evaluation of new program implementations, the interpretation of results from language proficiency and achievement tests, and the analysis of extensive video recordings. The report includes an assessment of the children's program and an assessment of the adult program. The eight recommendations are: (1) advance the bilingual aspect by making more explicit the proportional approach used in the transition from Spanish to English in the children's programme; (2) make the intergenerational components of the two programmes more prominent by scheduling celebrations of achievement for the participants in the project, and teaching towards these dates; (3) increase the community based activities in support of the programme and the intergenerational literacy aspect; (4) monitor the progress of children leaving the programme and entering elementary school, as a means of judging the longitudinal impact of the programme; (5) develop a method of using the video camera in the daily teaching of adult students, as a means of performance imaging (this will improve their communicative competence); (6) balance the adult testing package so that there are measures for grammatical and communicative competence; (7) encourage and recognize as valuable action research on the part of the teachers in their classrooms; and (8) encourage and facilitate the staff participation in the dissemination of programme reports at conferences. Among the major conclusions of the report are that the strengths of this program are its staff, its bilingual teaching approach, and its unique perspective on intergenerational literacy. Appendices I-IV give statistical information based on Gardner pre- and post-testing. (KM)

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Intergenerational Literacy: An Evaluation of Program and Progress

The Latin American Literacy Project Final Evaluation

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LATIN AMERICAN LITERACY PARTNERSHIP

Final Evaluation - Executive Summary

The following recommendations are made based on first hand observations of the project, discussions with staff and students, the evaluation of new programme implementations, the interpretation of results from language proficiency and achievement tests, and the analysis of extensive video recordings. The strengths of this programme are its staff, its bilingual teaching approach and its unique perspective on intergenerational literacy. The content of this report support the following actions:

1) advance the bilingual aspect by making more explicit the proportional approach used in the transition from Spanish to English in the Childrens programme.

2) make the intergenerational components of the two programmes more prominent by scheduling celebrations of achievement for the participants in the project, and teaching towards these dates.

3) Increase the community based activities in support of the programme and the intergenerational literacy aspect.

4) monitor the progress of children leaving the programme and entering elementary school, as a means of judging the longitudinal impact of the programme.

5) develop a method for using the video camera in the daily teaching of adult students, as a means of **performance imaging**. This will improve their communicative competence.

6) balance the adult testing package so that there are measures for grammatical and communicative competence. It may be sufficient to include in the classroom activities, the personal maintenance of a portfolio of student work; such as a learning log, journal, or other writing process vehicles.

7) encourage and recognize as valuable action research on the part of the teachers in their classrooms. This promotes continued growth and enthusiasm among the teachers in the programme, which translates to a better learning atmosphere for the students.

8) encourage and facilitate the staff participation in the dissemination of programme reports at conferences.

External Evaluator _____ **July 16, 1991**

1. Introduction

1.1 General Comments

As the external evaluator of this project, I have extended my degree of involvement to include acting as a consultant, in order to participate more actively in the process of programme development. I have developed a great respect for the staff of this programme for their superior efforts in the processes of programme planning and implementation and in that of evaluation. The staff are a highly motivated group who proved capable of taking the consulting suggestions and tailoring them to fit the needs of their students. I am quite convinced that without their acumen, many of the developments in the programme this year would have met with a much lower degree of success. The teachers in this programme are a much undervalued resource in the ensuing report of teh achievements of the programme.

1.2 Scope of Evaluation

During the span of this evaluation, a degree of prominence has been given to the advancement of an Intergenerational Literacy component that involved both the adults and the children in the interactive development of literacy or emergent literacy skills. It was hypothesized that such an approach would qualitatively and quantitatively improve the second language learning in this programme. As such, the results presented in this report are intended as an evaluation of the efficacy of the programme in general and the Intergenerational component in particular via the assessment of the language achievement of the children and adults who participated in the programme. While language proficiency and individual achievement represent only one measure of a programme's success, they are considered to be the primary measure in this report. Quantitative results of achievement

tests are discussed and anecdotal records and structured observations serve to establish a context for their interpretation.

2. Assessment of the Childrens' Programme

2.1 Achievement Test Selection

Fitting a test to a programme requires the intersection of a number of factors. Initially three tests were considered as possible vehicles for testing the language ability of the pre-school children for two key reasons. First, they could be administered in both English and Spanish, and therefore, supported the bilingual nature of this programme. Second, they represented the common bank of tests presently used by the Calgary Board of Education for deciding whether a child requires ESL support upon entry to the school system. The three tests chosen were the Bilingual Syntax Measure (BSM), the Screening Test for Auditory Comprehension of Language (STACL) and the Expressive One Word Picture Vocabulary Test (referred to here as the Gardner Test). From them, a selection needed to be made which best reflected the conditions and needs of the programme. Whichever test was chosen would then perform the double service of acting as an achievement measure for the programme and a predictive measure for the future placement test, conducted by the boards of education.

Of the three tests, the Gardner Test proved to be the most reliable and simplest to administer, in the actual testing situation. In order to explain why this test was found to be the most valid for assessing the language ability of the children in the programme, it is helpful to start with some basic definitions about testing validity. The following five aspects of validity have all played some role in the teachers' final preference for the Gardner Test.

Content validity: the content covered in the test is representative of knowledge expected of the test taker.

Construct validity: the match between the theory that lies behind the teaching & learning, and that which lies behind the test construction.

Concurrent validity: the relationship between how the student fared on this test and how that student has fared on other tests of the same type, or on some external "objective" measure.

Predictive validity: the relationship between how well the student performs on the language test and how successful the student will be in the future application of that knowledge to communication.

Face validity: a measure of the degree of faith both the givers and the takers of the test have in its ability to assess.

Ultimately, it is the issue of face validity which must dictate selection. If the test givers do not subscribe to the test's claim to validity in any of the other areas, then they will attribute a low degree of face validity to the instrument. This, in turn, tends to adversely affect the results obtained by the testers in the administration of the test.

My discussions with the teachers in the childrens' programme, brought to light several of the reasons supporting their ranking of the face validity of each test. They concluded that the BSM was less suitable for their purposes for the following reasons:

1) subjectivity in the interpretation of acceptable answers to the test questions

2) varying degrees of suitability given the wide range of ages represented among the children

3) the prolonged time required to administer the test

4) the low degree of insight provided by the overly broad categories of the final analysis

5) the complexity of administration.

In short, the teachers found that the BSM was a less effective indicator of proficiency and achievement across the four month time span, and therefore they chose to curtail its administration.

The STACL suffered a similar eventual fate to that of the BSM, though unlike the BSM, the STACL was considered acceptable enough to warrant it being administered in both languages to eight of the twelve children. During this process, the teachers had reason to doubt the reliability of the test's findings when they noticed that there was an apparent testing backwash from the administration of the first language version. On occasion, this backwash clearly manifested itself. Children would provide answers to stimuli before the relevant questions had been asked in the second language. The number of occurrences, while slight, were enough to bring into question the concurrent and face validities of the test, under these conditions. Nonetheless, the percentile scores for the Spanish and English STACL tests (See Appendix V) provide some corroborative support for the evidence indicated by the Gardner Test.

The Gardner Test proved to be the preferred test among the three. It was easy to administer. It was applicable to the wide range of ages. It recorded the gradations of its findings in the form of years and months; something that the teachers felt supported their intuitive judgements of language growth. Finally, its construct validity (the relationship between vocabulary acquisition and language age) appealed to teachers as a valid means of testing language proficiency and achievement. Therefore, from the perspective of test selection in the coming year, it is clear that the Gardner will stand as the preferred means of measuring bilingual language development in the pre-ECS programme, supported by the language assessment qualitative checklist (see Oyen-Cumberford & Anduar 1990) presently in use, and possibly the STACL, if further quantitative findings are required.

2.2 General Discussion of Findings

The rather remarkable language gains recorded by the Gardner Test require some explaining. These have been consolidated in **Figure 1** on the following page. More complete statistics are available in the appendices. To begin this discussion, let's first address the test results with some exclusionary caveats. Generally, results for very young children (like, E,K & L) are the most susceptible to inaccuracies stemming from such factors as a disinterest in the activity of testing, or a misunderstanding of the purpose of the activity by the children as they engage in the test situation. The problem is further compounded by a tendency for tests to extrapolate values for children of two years of age and younger from the results of older children, bring into question the reliability of the findings for very young children. Simply put, the lower the chronological age of the child the less reliable the language age becomes. And though it is true to say that results may fluctuate quite dramatically for very young children, it is equally unusual to record consistent gains of more than one "language year" for a testing interval as short as the four month period of this report.

From my perspective as an external evaluator, some of the more interesting factors that have arisen from the data include:

1) the maintenance and growth of Spanish for virtually every child.

2) the magnitude of the gains made in English by those children whose pre-tests were low or non-scoreable

3) the appearance of English-dominant bilingualism in at least two of the children as indicated by their language proficiency scores.

It is worth noting at this point that the education provided by the programme is not the only contributing factor to the individual language and learning progress of each child. For most children their individual and sibling histories, the stability of their home life and the literacy of their parents are powerful factors influencing their social and language growth.

Figure 1

Bilingual Language Growth
Consolidated Statistics: Gardner Test

CHILD		CHRONOLOGICAL AGE	SPANISH LANGUAGE AGE	SPANISH ±	ENGLISH LANGUAGE AGE	ENGLISH ±
A	PRE POST	5.6 6.0	7.6 8.2	+.8	2.5 3.11	+1.6
B	PRE POST	3.7 3.11	3.6 3.0	-.6	1.7 2.6	+.11
C	PRE POST	4.11 5.3	4.8 5.5	+.9	5.2 6.3	+1.1
D	PRE POST	4.11 5.3	4.8 4.5	-.3	2.10 4.6	+2.8
E	PRE POST	2.5 2.9	N/S 2.0	+2.0	No test N/S*	-
F	PRE POST	5.9 5.10	No test 5.11	-	2.10 5.4	+3.6
G	PRE POST	3.8 3.9	2.4 3.4	+1.0	N/S No test	-
H	PRE POST	4.4 4.8	4.5 5.7	+1.4	N/S 1.11	+1.11
I	PRE POST	3.7 3.11	2.9 3.2	+.5	N/S 2.2	+2.2
J	PRE POST	4.2 4.6	2.5 4.6	+2.1	3.8 4.9	+1.1
K	PRE POST	2.0 2.4	No test 1.8	+1.8	No test 1.3	+1.3
L	PRE POST	2.10 3.2	2.0 2.0	0	N/S 1.10	+1.10

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In each case where the language achievement results obtrude from the norm, one of these factors has been anecdotally by the staff as relevant to the explanation of marked advancement or regression of language development. Without elaborating further on the details of this specific claim I would like to record the observation that the programme's success is due in large measure to the extent to which the programme has fostered a sense of community among its participants. Future successes are to be found in deepening its relations with the community of those whom it serves.

2.3 Statistical Interpretation

Returning to the statistics, the marked increase in **language age** is not the only statistic worthy of mention that arises from the testing data. The distribution of **language standard scores, percentile ranks** and **stanines** also are indicative of language growth relative to a first language norm. These are included in the appendices.

Language standard scores are meant to provide a method for making comparisons across chronological age levels and languages. They indicate "the extent to which a child's performance deviates from the average performance of children of that age" [Gardner: p17]. A mean of 100 has been established with a standard deviation of 15. These scores are then converted to a percentile ranking to establish a median.

The **percentile** indicates the relative standing of a child within an age group. A percentile rank of 97 means that only three children in one hundred had a language standard score that was higher, and that 97 scored lower. Either the percentile score or the standard score can be used to calculate the **stanine.** The **stanine** provides a more generalized measurement of the child's relative standing within the chronological age group.

As can be seen from the consolidated statistics in **Figure 1,** not all of the children gained equally in the two languages. However, there was clearly a tendency for greater

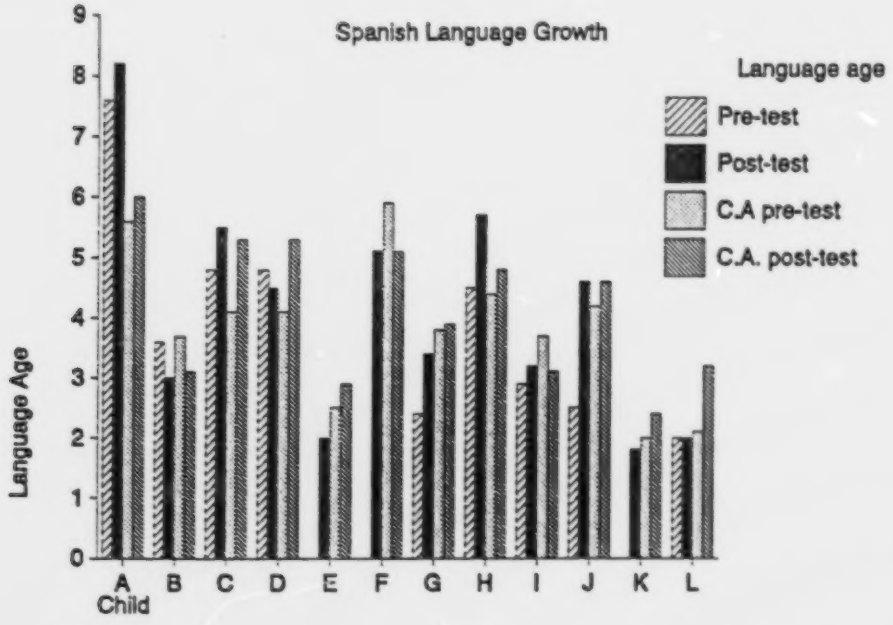
language age gains in English than in Spanish, despite the predominantly Spanish language focus in the bilingual programme. To get a more accurate picture of the language growth of the children as a group, we need to exclude two of children who were only in the programme for one month (child F & G) and a further one child (Child E), for whom no score was recorded in three of the four administrations. Of the remaining nine children, the average Spanish language age gain during the 4 month interval was 6 months. Their English language age gain for the same period averaged 17 months.

Of the nine children discussed above, there are now five who are old enough to enter Grade 1 in the elementary system (A,C,D,H & J). Three of these children have English language scores on the Gardner test that are high enough to consider them for a non-ESL programme, according to board criteria. The board specifies three categories of ESL student upon entry to grade 1. The most advanced language level is represented by **Category 3.** Children are considered as Category 3 ESL students if their language age score is more than 6 months below their chronological age, and if they score lower than the 20th percentile on the STACL Test. Those children who score within 6 months of their chronological age and are above the 20th percentile on the STACL are considered as non-ESL students upon entry to Grade 1. Children C, D & J have Gardner scores in excess of the ESL ceiling and C,D,H & J all have STACL percentile scores for English that are well above the ESL ceiling established by the Calgary Board of Education. As a point of comparison, consider that only one of the nine students in this group would have been considered as non-ESL, based on the pre-test statistics taken in February. As a predictive measure, the test scores suggest that the children in the Pre-ECS programme have developed the language and educational skills necessary for achieving success in the Calgary Board of Education placement test, and presumably for a similar success in Grade 1.

We can get a graphic understanding of the language development of the children for both Spanish and English by comparing their pre and post test results in **Figure 2** with those of **Figure 3.** Though some of the younger children appear to lag slightly behind the norm for language development in their age groups, this discrepancy maybe in part due to the

difficulty in testing very young children. Despite this, there are clear gains in the stanine distribution from the pre-test to the post-test for all age groups, and generally they move towards a normal stanine distribution for first language Spanish children of comparable ages.

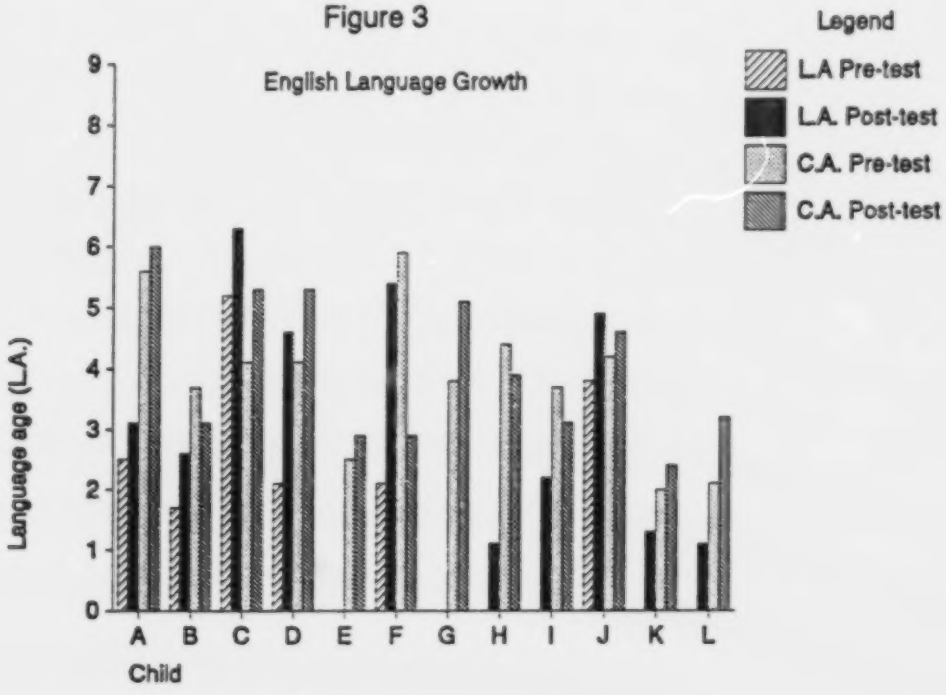
Figure 2



The English scores recorded in **Figure 3**, on the other hand are markedly lower than what might be expected from a first language English group of the same ages. This is more indicative of their limited English proficiency at the onset of the programme, than it is of their relative gains. The most revealing statistical information here is contained statistics of Appendices III & IV. There are a large number of **No Scores** that have been replaced by

results high enough to appear on a first language chart. A **No Score** signifies that the child was unable to register enough understanding to be considered gradable on a first language scale. By June, all but three were gradable.

Figure 3



2.4 Assessment of the Intergenerational Literacy Contribution

The more essential issue in this matter is the role of the teaching focus, most notably, the concentration on the development of emerging literacy skills as part of the intergenerational literacy component of the programme. Can the intergenerational literacy component in general and the story making and story telling in particular be identified as

a major contributor to the language gains indicated by the Gardner and STACL Test results? From the anecdotal records of parents, the comments of the pre-ECS teachers and my own informal observations as well as video tapes, it would seem that the success of the intergenerational component in the childrens' programme has far exceeded the expectations of any of the respondents.

Here we need to turn to more qualitative research in support of this conclusion. From my own perspective, I witnessed a vast change in the daily spontaneous activities of the children after the second month of the term. They occupied the majority of their spare time by cooperating in the telling or making of stories. On at least one occasion, children were engaged in the playing of a game while simultaneously creating and recording the plot of that game as a story book. I was further astounded to discover the frequency with which children actually sought each other out to recount stories, and that these stories were often authored by their peers. The stories themselves took on the value of a currency of information. Children collected and traded in stories, and those children who had been absent on the day that a new story was introduced were privately informed of the stories by their peers. The detail of the description was usually sufficient for the child to accurately re-tell a story, never having heard it told by an adult.

2.5 Structure of Video Recordings

Video tape recordings were made of a range of repeated activities throughout the second term. In reviewing these repeated re-tellings, I was impressed by the sophistication in the interaction of re-telling and by the fidelity of the detail. The video recorded activities formed only the most static part of the syllabus for the story making and telling focus. Repeated instances of the following categories served as the basis for the qualitative evaluation of the childrens' progress.

1. **Emerging Literacy Activities**

   a. a selection of activities from the centres

      i. stories of painting either individually or cooperatively at the art centre.
      ii. acting out parts or stories in "let's pretend" activities at the drama centre.
      iii. book handling skills in general.

2. **Writing Process Stages**

   a. story making activities
      i. cooperative story development
      ii. steps in the production of the story
         (1) interaction during drafting
         (2) interaction during production
         (3) interaction during talk about stories

3. **Story Telling**

   a. Formal Situations (like story corner)
      i. Teacher read versions of published stories
      ii. Student read versions of same stories
      iii. Children reading their own stories to the group
      iv. Children reading the stories of others to the group
      v. the same story "told" by a number of children in the span of a few days.

   b. Informal Situations (like small group impromptu reading)

   c. Children's comments on reading and writing

   d. Comments by the children on the meaning of their stories

   e. Anecdotal episodes and unusual instances involving the literacy focus and the children.

3. Assessment of the Adult Programme

3.1 Adult Test Results

The two adult sections, representing beginner and intermediate levels, were tested initially for placement, and then for proficiency and achievement using four measures: a basic literacy test, the ELSA test, the STEL test, and the John Test. The basic literacy test helped to clarify the degree to which each person was literate. The next two tests provided more of an insight into the grammatical competence of the student, while the John test offered some insights into a broader notion of communicative competence. I have not included the quantitative results of the STEL or ELSA tests in this report. They are available in the teachers' report. Generally speaking, the STEL and ELSA provide evidence of consistent growth in grammatical competence. The greatest gains were visible in the John Test, where strategic and discoursal competence could be evaluated.

3.2 Future Testing Refinements

From the process of administering the tests this year, it is clear that certain decisions can be made to facilitate next year's testing. These include the following:

1) When administering the ELSA, make sure that everyone is given both the beginner and the intermediate level of the test, to equally encourage self-esteem.

2) In order to give staff and students a clear idea of their personal development over the term, devise a means of keeping anecdotal records in a folder. These could include photographs, student work, teacher reports etc.

3) In order to better judge the growth in the communicative competence of each student, a group of oral tests could be administered, which would require the students to: read a text aloud, respond to questions about a text, narrate a story from a series of pictures and describe a picture.

Given the human resource constraints that may well be placed on the programme in the coming year, a workable balance between tests of grammatical competence and those of communicative competence will need to be established.

3.3 Qualitative Evaluation of Adult Language Gains

By far the greatest gains were made in the self-esteem of the adults in the programme. This is most evident in the video recordings of teh John tests. It is difficult to offer a quantitative measure for such a variable except through the anecdotal record of visible change across the span of the programme. There are two areas that can be addressed in relation to this discussion: gains in literacy and gains in communicative competence. Communicative competence can be thought of as a kind of functional language proficiency. It is the ability to express interpret and negotiate meaning between people in an oral or written form. Within this most general competence lie four more specific competencies, which need to be developed in a language programme like this one. These are:

grammatical competence:	a knowledge of the sentence structure and vocabulary of a language
sociolinguistic competence:	an ability to use language appropriate to a given context and purpose.
discourse competence:	an ability to present ideas in a coherent manner, and to infer the overall meaning of large units of spoken or written discourse.
strategic competence:	an ability to compensate for imperfect knowledge of a language and its use by the interjection of different types of coping strategies which extend one's ability to communicate beyond the limitations of one's language proficiency.

The video tape recordings of the John Tests give ample evidence of the degree to which the students in this programme developed their communicative competence. Generally

speaking, those who, on first testing, exhibited developed levels of strategic competence despite their limited English proficiency tended to develop their language skills at the fastest rate. Conversely, those with low levels of first language literacy were also the least likely to develop their language skills quickly, and were also the least likely to make great advances in their strategic competence.

The implications of these findings are twofold. First, literacy activities are essential for the progress of the students in the beginner programme. These should include, among other things, a strong emphasis on the use of first language journals and learning logs. Second, students need to be given a regular opportunity to interact with native language speakers of English in the resolution of classroom tasks. These encounters might be made to include an interactional activity like, initiating an exchange for the purpose of getting information, either face-to-face or over the telephone. More exposure to such tasks will help to diminish a learners reticence to use English in their daily lives.

3.4 Assessment of Intergenerational Literacy Adult Contribution

The concept of intergenerational literacy is a means of combatting the recognized tendency towards generational related illiteracy. It is commonly accepted that illiterate parents tend to perpetuate their illiteracy in their children, and conversely, that literate parents tend to have literate children. What has not been given much attention is the effect that adult functional literacy has on the literacy of the off-spring. It seems logical to assume that the adult functional literacy is a kind of literacy for specific purposes which has little to do with leisure time literacy or childrens' literacy, and that therefore, there would not necessarily be any literacy transfer between parents and children. Simply put, functionally literate parents do not provide a model for the emerging literacy of children.

There are two immediately evident strengths in the story making and telling syllabus of the intergenerational literacy component. The process ostensibly allows the parents to record some of the culturally-based stories, songs, games and general memories of their

childhood for their own children and others in the programme. Furthermore, taking part in the education of their children provides the adults with a chance to become comfortable interacting with the children in an educational setting and to develop the kind of intergenerational literacy expectations that will support the emergent literacy of their children, as well as enrich their own functional literacy perspective.

The adult component started from a basic structure of activities involving the creation, production and rehearsal of stories. These were modified in each of the two adult levels to suit the abilities and needs of the students. They initially included the following:

1. Writing Process
    a. brainstorming
    b. inventing using a semantic map
    c. drafting individually and cooperatively
    d. peer editing
    e. revision
    f. editing
    g. publication
2. Practising story telling
    a. gist tellings
    b. verbatim readings
    c. stories as oral language practice
    d. L1/L2 story telling by the same person
3. Peer Critique of the story text
4. Peer Critique of the oral performance

As with the childrens' programme, video recordings were made of the various activities, for the purpose of assessing communicative growth.

Probably the most telling indicator of the success of the component lies in the degree to which it was motivational. Previous attempts to promote the interaction of the adults and children met with resistance from the parents, for reasons described in my initial report. At the onset of this component, adults participated out of a sense of responsibility, rather than interest. By the middle of the term, teachers reported that parents were actively involved in the intergenerational component, and that they would often invest extra time at home preparing their materials. In short, they became excited and willing participants. While it must be acknowledged that the low literacy students of the beginner class were less motivated by the component than the intermediate class, there are individual cases for whom the intergenerational component arose as the major motivational factor in their development.

The pride in the final product was evident by the quality of the text and illustrations, and in the enthusiasm with which each book was presented to the childrens' class. The parents have reported that as a result of the process, their children have begun to take a pronounced interest in books. They now ask their parents to purchase books for them, and they want their parents to read with them at home. As such they are systematically changing the home life to one which is highly supportive of the continuing development of literacy for both groups.

If there is one area where the programme might concentrate in the coming year, it is that of expanding the celebration of the intergenerational literacy achievements. Celebrating and displaying the achievements of a group has a powerful and salutary effect on the motivation and self-esteem of the members of that group. I believe that this may be the ingredient necessary to fully motivate the more reticent low literacy adults. The celebratory plans need to be expressly scheduled into the programme events so that the students can recognize their status in the programme.

4. Concluding Remarks

4.1 Future Programme Development

From the results of this year, I suggest that a bilingual language teaching approach be maintained, and that the intergenerational literacy component also be continued. I believe that some thought should be given to encouraging the early participation of the low literate beginners in the intergenerational literacy component.

Given the increased focus of the programme on low literate first language adults, it may be useful to develop a method of **performative imaging** that will help the students perceive their own change and growth. To this end, some of the technical expertise acquired by the staff in the use of video equipment this year, can be put to full use in the classroom for the purpose **performative imaging**.

The childrens' programme in the intergenerational literacy component should start in September. This will permit a greater number of options in the role that the intergenerational component can play in the second term. It is worth considering fostering a stronger bilingual focus in the childrens' story making and telling activities, if the first term meets with the kinds of success registered in this last term.

4.2 Future Research

Research interests in this programme should be actively courted. The programme has an innovative perspective on second language teaching and researchers in the areas of bilingual education, intergenerational literacy and second language classroom methods should find the programme a source of information. The researchers in turn contribute the needed analytic feedback to stimulate continued growth.

In the coming year, the teaching staff of the programme will be presenting a description of the methodological aspects of the intergenerational literacy component, at the

annual Alberta Teachers of English as a Second Language conference. This presentation will aid in the dissemination of their findings to other interested programmes. It will also serve as the basis for new action research projects in the coming year.

For the coming year, I suggest that the programme give a research priority to tracking the proficiency and achievement of the children who are entering elementary school next year. I would also suggest that a action research classroom project be initiated to investigate the introduction of novel teaching methods in the adult programme.

4.3 Recommendation for Further Funding

The results speak for themselves in the evaluation of this programme's worth to the community at large. It has proven to be an efficient, well administered and carefully planned programme. It is unique in its approach, mixing bilingual instruction and intergenerational literacy to serve a language specific community. I am firmly convinced that this programme achieves educational goals that have a direct and immediate effect on the adults and children in the programme. Furthermore, it offers a model for other community based programmes to follow. This is facilitated by the thoroughness with which the teachers have documented the progress of the programme.

This programme has shown consistent progress in its two years of existence. There is every indication that the programme will continue to refine its goals and objectives in a similar innovative manner. In my estimation, the programme is in a position to make an original contribution to the field of second language programming. It is a solidly founded and extensively tested programme. Therefore, I strongly recommend this programme to prospective funding agencies for their finacial support.

External Evaluator _____ **July 15th, 1991**

APPENDIX I

GARDNER - PRE-TESTING

Language: Spanish **Month: February**

CHILD	CHRONOLOGICAL AGE	RAW SCORE	LANGUAGE AGE	LANGUAGE STANDARD SCORE	PERCENTILE	STANINE
A	5.6	72	7.6	129	97	9
B	3.7	36	3.6	98	45	5
C	4.11	48	4.8	97	42	5
D	4.11	48	4.8	97	42	5
E	2.5	1	N/S*	N/S	N/S	N/S
F	no test	-	-	-	-	-
G	3.8	22	2.4	70	2	1
H	4.4	45	4.5	99	48	5
I	3.7	27	2.9	83	13	3
J	4.2	23	2.5	67	1	1
K	2.0	no test	-	-	-	-
L	2.10	17	2.0	75	5	2

*N/S = no score

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APPENDIX II

GARDNER - PRE-TESTING

Language: English **Month: February**

CHILD	CHRONOLOGICAL AGE	RAW SCORE	LANGUAGE AGE	LANGUAGE STANDARD SCORE	PERCENTILE	STANINE
A	5.6	23	2.5	N/S*	N/S	N/S
B	3.7	10	1.7	-	1	1
C	4.11	52	5.2	102	55	5
D	4.11	28	2.10	65	1	1
E	no test	-	-	-	-	-
F	5.9	28	2.10	N/S	N/S	N/S
G	3.8	0	N/S	N/S	N/S	N/S
H	4.4	4	N/S	N/S	N/S	N/S
I	3.7	10	N/S	N/S	N/S	N/S
J	4.2	38	3.8	93	32	4
K	2.0	no test	-	-	-	-
L	2.10	3	N/S	N/S	N/S	N/S

*N/S = no score

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APPENDIX III

GARDNER - POST TESTING

Language: Spanish **Month: End of June**

CHILD	CHRONOLOGICAL AGE	RAW SCORE	LANGUAGE AGE	LANGUAGE STANDARD SCORE	PERCENTILE	STANINE
A	5.10	76	8.2	122	93	8
B	3.11	30	3.0	97	42	5
C	5.3	54	5.5	99	48	5
D	5.3	45	4.5	87	19	3
E	2.9	17	2.0	78	7	2
F	5.10	58	5.11	99	48	5
G	3.9	34	3.4	92	30	4
H	4.8	55	5.7	109	73	6
I	3.11	32	3.2	87	19	3
J	4.6	46	4.6	97	42	5
K	2.4	12	1.8	73	4	2
L	3.2	17	2.0	75	5	2

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APPENDIX IV

GARDNER - POST TESTING

Language: English **Month: End of June**

CHILD	CHRONOLOGICAL AGE	RAW SCORE	LANGUAGE AGE	LANGUAGE STANDARD SCORE	PERCENTILE	STANINE
A	5.10	41	3.11	73	4	2
B	3.10	24	2.6	72	3	1
C	5.3	61	6.3	108	70	6
D	5.3	46	4.6	88	21	3
E	2.9	0	N/S*	N/S	N/S	N/S
F	5.10	53	5.4	93	32	4
G	no test	-	-	-	-	-
H	4.8	16	1.11	N/S	N/S	N/S
I	3.11	20	2.2	62	1	1
J	4.6	49	4.9	101	53	5
K	2.4	5	1.3	-55	N/S	N/S
L	3.2	15	1.10	62	1	1

* N/S = no score

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